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## **Fiction Readers— Upper Emergent (Spanish)**

**This sample includes the following:**

**Teacher's Guide Cover** (1 page)

**Table of Contents** (1 page)

**How to Use This Product** (6 pages)

**Lesson Plan** (10 pages)

**Reader** (11 pages)

To Create a World <sup>in</sup> which  
**Children** love to Learn!

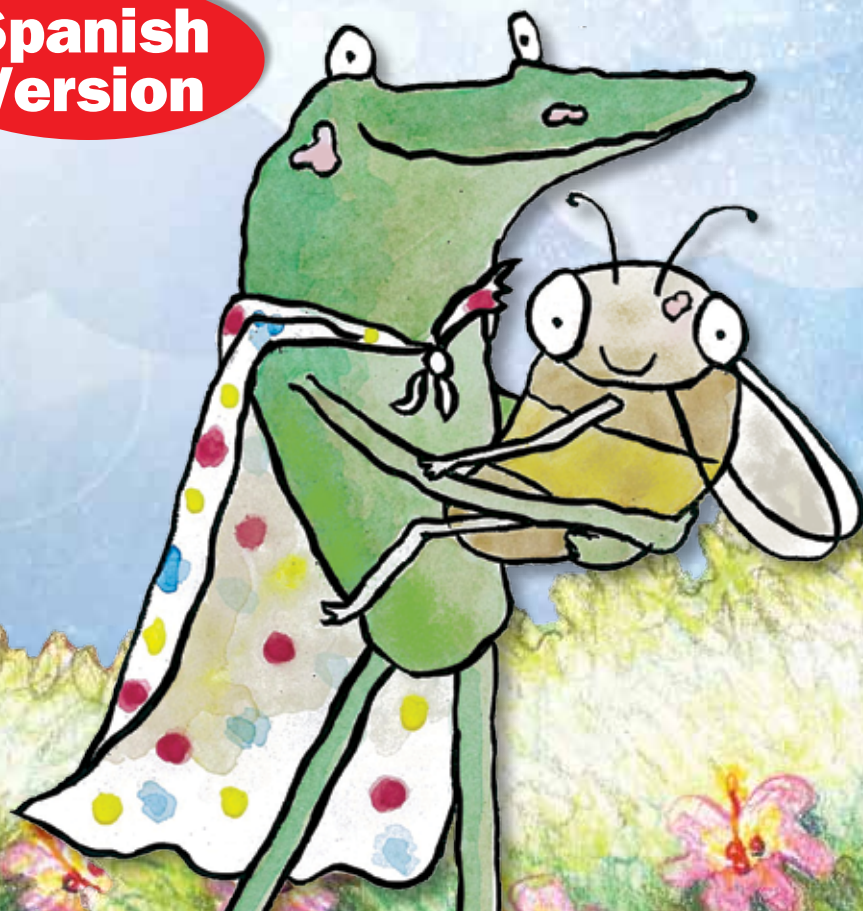
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Read! Explore! Imagine!

# Fiction Readers

Teacher's Guide

Spanish  
Version





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# How to Use This Product

## Kit Components

### Trio 1



### Trio 2



### Trio 3



### Trio 4



### Trio 5



### Teacher's Guide

Easy-to-use, standards-based lesson plans

### Digital Resource CD

- PDFs of books
- teacher resources
- student activity sheets
- supplemental images, audio, and video

### Audio CD

Professional recordings of books and reader's theater scripts

### Assessment Guide

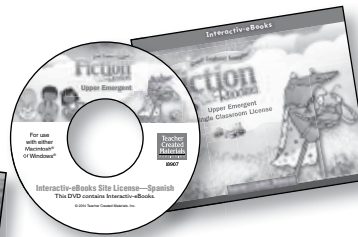
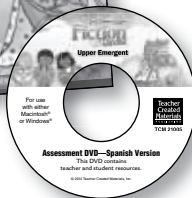
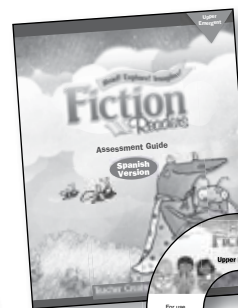
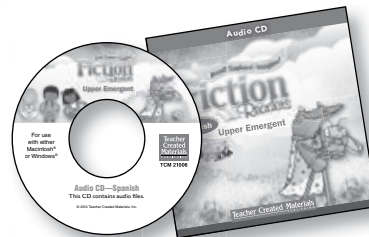
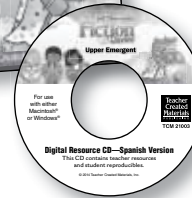
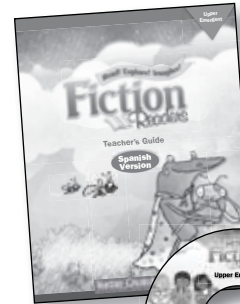
- oral reading records
- multiple-choice tests

### Assessment DVD

- placement test
- assessments in both electronic and printable form

### Interactiv-eBooks Single Classroom Site License

Interactiv-eBooks with embedded audio, response-to-literature prompts, and activities

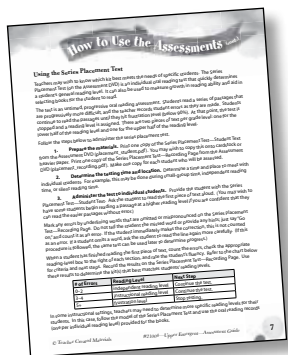




# How to Use This Product (cont.)

## Getting Started

**1. Use the Series Placement Test.** If desired, use the Series Placement Test (on the Assessment DVD) to determine which kit is most appropriate for the students. For a complete overview of the placement test and directions for test administration, see page 7 of the Assessment Guide.



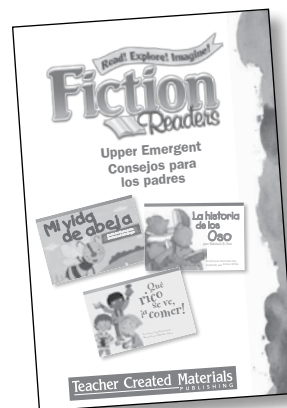
**2. Create reading groups.** If desired, assign students to reading groups based on their reading levels or other instructional needs. See page 20 for practical tips for managing small groups. See pages 35–36 for tips on using *Read! Explore! Imagine! Fiction Readers* in a guided-reading/balanced-literacy model.

**3. Prepare student resources.** As an option, create some student resources, including cards for key words and storage boxes (or rings), and folders to store writing samples. The reader's theater scripts can be bound into a folder so each student has a set of scripts at the end of the instructional period. See page 173 (or the Digital Resource CD) for the cover template.



**4. Prepare assessment resources.** Depending on the amount of regular assessment planned, you may wish to create a simple assessment folder for each student. These folders can hold each student's placement test, oral reading records, multiple-choice tests, activity pages, notes from informal assessments suggested in the lessons, and/or anecdotal records taken during the reading lessons. Keep sticky notes handy for those quick notes that can be inserted into a folder.

**5. Make a school-and-home connection.** Send the Parent Tips booklet (found on the Digital Resource CD) home with students. The tips and activities in the booklet provide family members with the necessary tools to promote literacy development at home.



# How to Use This Product (cont.)

## Teaching a Lesson

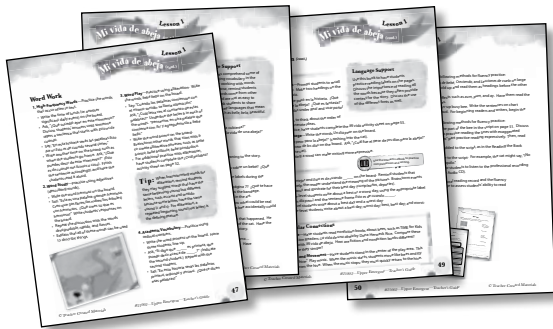
Each eight-page lesson is organized in a consistent format for ease of use: an overview, four pages of instruction that address all aspects of literacy, a reader's theater script, and two student activity sheets. Teachers may choose to complete some or all of the lesson activities in order to best meet the needs of their students.



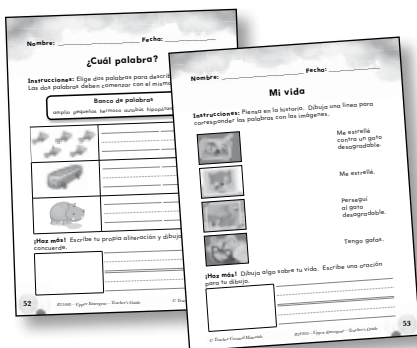
Each **lesson** begins with an overview page that provides standards information and information for planning purposes. Every lesson addresses two reading standards and one language standard.



The **reader's theater script** provides additional fluency practice and an authentic purpose for rereading text.



The **instructional components** include Word Work on high-frequency words, key words used in the story, word play, and academic vocabulary. Comprehension work includes before-, during-, and after-reading instruction. Writing, Cross-curricular Connections, and Building Fluency follow.



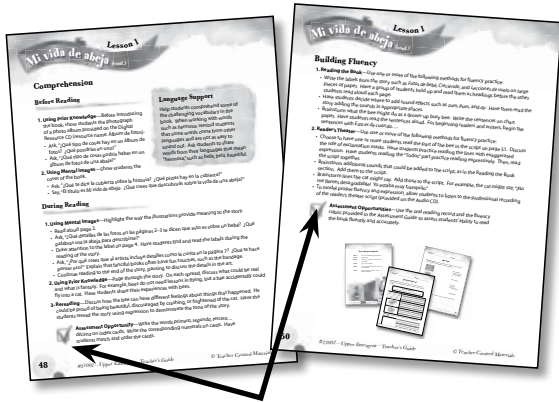
The **student activity sheets** can be used in a variety of ways to meet students' needs. These activity sheets offer additional opportunities for practicing the skills addressed in the lesson. For example, teachers may use these sheets for additional guided practice with below-grade-level students or as independent practice for on- or above-grade-level students.



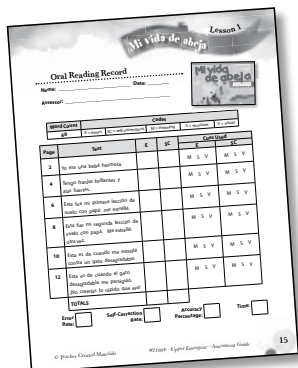
# How to Use This Product (cont.)

## Using Assessment Options

**1. Use informal assessments during each lesson.** Refer to the assessment tips embedded throughout the lessons to gather information about students' reading skills. Develop anecdotal records as they meet the needs of your classroom.



**2. Use formal assessments at the end of each lesson.** The oral reading record and multiple-choice comprehension test provided for each book offer opportunities to assess student learning and can be used to drive instruction. An overview of these assessments and the assessments themselves can be found in the Assessment Guide. The accompanying Assessment DVD offers two versions of the multiple-choice assessments: printable PDF form and electronic form, giving students the opportunity to take the test on the computer and immediately print their results.



## Using Technology Options

**1. Use the Audio CD as a model of fluent reading.** The Audio CD includes professional recordings of the books and reader's theater scripts in this kit. Consider playing the audio tracks of the books to support students as rereading practice for fluency or in a listening center. Play the reader's theater script as a model of presentation.



**2. Use the Interactiv-eBooks to enhance the reading experience.** This kit includes Interactiv-eBooks that guide students toward independent reading and engage them in a fully interactive experience. Students can hear the text read aloud, record their voices, and complete interactive activities that build comprehension and writing skills. The Interactiv-eBooks can be used in a variety of instructional settings and to support numerous literacy and learning goals.

## Using a Guided-Reading/ Balanced-Literacy Model

*Read! Explore! Imagine!* is a comprehensive program that can be flexibly implemented in a guided-reading/balanced-literacy model. The high-interest books will provide an engaging reading experience while supporting students' development of phonics. The comprehensive Teacher's Guide, with step-by-step lesson plans and student activities, can be easily used in all blocks of a balanced-literacy model, including guided reading, whole-group mini-lessons, learning centers, independent guided practice, word work/vocabulary, writing, and independent reading. The multiple assessment opportunities will diagnose students' needs and inform teachers' instruction to move students toward mastery of key reading and writing skills.

### Guided Reading

Two key features of *Read! Explore! Imagine! Fiction Readers* allow them to be effectively used within a guided-reading program. First, the books can serve to target specific word-recognition and word-work skills. Second, the high-interest story books make them ideal selections for use with groups who need practice at specific reading levels and with general reading skills. Oral reading records for each book are included so teachers can monitor the progress of students as they increase their reading levels.

### Targeting Leveled Practice and Other Reading Skills

Each book included in *Read! Explore! Imagine! Fiction Readers* has been leveled for use in small groups of students with similar reading levels. An oral reading record for each book is provided in the Assessment Guide (and in digital form on the Assessment DVD) to help determine and monitor the appropriate reading level for each student. The chart on page 34 indicates the reading levels of the books included within this kit. As students move through the books in the program, they will encounter carefully written stories designed to provide practice with many areas of literacy, such as word knowledge, sight-word recognition, increasingly complex sentence structures, fluency, and the reading-writing connection. As such, teachers in a guided-reading program will have access to ample material for encouraging reading development across all areas of literacy. Whether the books in the program are being used to address specific word-work and vocabulary skills or for leveled reading practice, teachers will find many other portions of the kits appropriate for a guided-reading program.

### Lesson Plan Structure

The *Read! Explore! Imagine!* lesson plans are set up in the traditional guided reading structure of before-, during-, and after-reading activities and questions. High-frequency, challenging, and academic words are isolated for pre-instruction. Special attention is given to words that encourage rhyming, alliteration, or general word play.



# How to Use This Product (cont.)

## Guided Reading (cont.)

### Progress Monitoring

As mentioned, oral reading records and comprehension assessments for each book are included so teachers may monitor the growth of their students in oral reading and comprehension and record their reading levels. Teachers will probably not want to administer the oral reading records for each book, but will choose points at which they need data to make instructional decisions for specific students. When those decision points arise, *Read! Explore! Imagine!* provides the necessary tools. Further, there are recommended informal assessments in the lesson plans.

## Other Blocks of a Balanced-Reading Program

### Learning Centers and Independent Guided Practice

One of the challenges of a guided reading program is making sure students who are not in the small instructional group with which the teacher is currently working are constructively engaged. The lesson plans provide suggestions for connections and writing activities for independent student work. Two high-interest activity sheets are included for each of the books. One activity sheet focuses on the word-recognition, word-work, or vocabulary skills addressed in the lesson. The other activity sheet focuses on a key comprehension skill from the lesson. Students who have read the book may complete these pages independently. Reviewing the students' work on these practice pages can also provide additional progress-monitoring information for the teacher.

### Vocabulary and Word Study

Many of the activities in *Read! Explore! Imagine!* are appropriate for whole-class work in a word-work or vocabulary session. These sessions could focus on activities suggested in the lesson plans for vocabulary development or for word-play development.

### Writing

The lesson plan for each book includes a specific writing activity. Additionally, writing is integrated into each of the activity sheets and the Interactiv-eBooks. Depending on the level of the kit a teacher is using in the classroom, the writing activities vary from students completing sentence frames or writing simple sentences to writing short stories as a way to apply the new skills they learn to show comprehension of the story. Modifications in the writing assignments are offered for below-, at-, and above-grade-level students.

### Independent Reading

The books from *Read! Explore! Imagine!* provide quality, high-interest, easy-to-read content. As such, they can be added to classroom libraries for use as independent reading selections. The program offers an extensive menu of instructional options that allows teachers to readily integrate the program into their guided-reading or balanced-literacy model. Throughout the lessons, students will use different modalities. They will participate in reading, chanting, and doing physical movements. This encourages students to be active learners who are engaged in what they are doing and retain what they have learned.

# Mi vida de abeja

## Lesson 1

### Lesson Overview

#### Focus Objectives

Students will be able to:

- use prior knowledge
- use mental images

#### Standards

- **Reading:** Use illustrations and details in a story to describe its characters, settings, or events
- **Reading:** Relate stories to personal experiences
- **Language:** Communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics



#### Word Work

- **High-Frequency Words:** *Esto, es, de, cuando*
- **Word Study:** adjectives (*hermosa, rápido, desagradable, fuertes*)
- **Word Play:** alliteration (*bebé bello, bebé bueno, bebé bonito, bebé brillante*)
- **Academic Vocabulary:** *primera, segunda, tercera*
- *¿Cuál palabra?* activity sheet (page 52)

#### Comprehension

- Using Prior Knowledge
- Using Mental Images
- *Mi vida* activity sheet (page 53)

#### Writing

Students write about their best and worst days, following the model of the story.

#### Cross-curricular Connections

- **Science:** Students compare nonfiction books on bees to the story.
- **Math and Movement:** Students plan a bee dance while using *primera, segunda, tercera* to communicate distance and direction.

#### Building Fluency

- **Reading the Book:** reading while noting labels; reading with additional sound effects; reading an elaborated version
- **Reader's Theater:** reading with sound effects; reading an elaborated version
- *Una abeja ocupada* reader's theater script (page 51)





### Word Work

**1. High-Frequency Words**—Practice the words that occur often in text.

- Write the time of lunch (or another significant daily event) on the board.
- Ask, “¿Qué sucedió ayer en este momento?” Discuss students’ answers until someone offers a sentence that starts with *Esto es de cuando*.
- Say, “En esta historia verás las palabras *Esto fue* or *Esto es de cuando* several times.”
- Write another time on the board, such as when the students go home. Ask, “¿Qué puedes decir de este momento?” (*Esto es de cuando nos fuimos a casa*). Finish the sentence accordingly, and have the students read it aloud.

**2. Word Study**—Practice using adjectives (describing words).

- Write the word *hermosa* on the board.
- Say, “Esta es una palabra grande: hermosa. Creo que (las flores/las nubes/los árboles) son hermosos. ¿Qué crees tú que es hermoso?” Write students’ responses on the board.
- Repeat the discussion with the words *desagradable*, *rápido*, and *fuertes*.
- Explain that all of these words can be used to describe things.

**3. Word Play**—Practice using alliteration. Write the words *bebé bello* on the board.

- Say, “Cuando las palabras comienzan con el mismo sonido, se llama *aliteración*.” Ask, “¿Cuál letra ves al comienzo de estas palabras?” Underline the letter *b* in each of the words. “Pensemos en otra palabra que comienza con /b/ y agreguémosla a *bebé bello*.”
- Write the word *bueno* on the board. Brainstorm other words that start with *b* to create alliterative phrases, such as *bebé bonito*, *bebé brillante*, *bebé bondadoso*.
- For additional practice with alliteration, have students complete the *¿Cuál palabra?* activity sheet on page 52.

**Tip:** When brainstorming words for alliteration, remind students they may suggest words that have the same beginning sound but different letters, such as *cena* and *sentido*, because some letters have the same sound (*c* and *s*). For alliteration, a repeated beginning *sound* (not letter) is the defining feature.

**4. Academic Vocabulary**—Practice using ordinal numbers.

- Write the word *primera* on the board. Have three students line up.
- Ask, “Si digo que \_\_\_\_\_ es primera, que puedo decir acerca de \_\_\_\_\_?” (Indicate the second student.) Repeat with the second student.
- Say, “En esta historia verás las palabras *primera*, *segunda* y *tercera*. ¿Qué te dicen esas palabras?”



## Comprehension

### Before Reading

**1. Using Prior Knowledge**—Before introducing the book, show students the photograph of a photo album provided on the Digital Resource CD (resource name: Álbum de fotos).

- Ask, “¿Qué tipo de cosas hay en un álbum de fotos? ¿Qué pondrías en uno?”
- Ask, “¿Qué tipo de cosas podría haber en un álbum de fotos de una abeja?”

**2. Using Mental Images**—Show students the cover of the book.

- Ask, “¿Qué te dice la cubierta sobre la historia? ¿Qué pistas hay en la cubierta?”
- Say, “El título es *Mi vida de abeja*. ¿Qué crees que descubrirás sobre la vida de una abeja?”

### Language Support

Help students comprehend some of the challenging vocabulary in the book. When working with words such as *hermosa*, remind students that some words come from other languages and are not as easy to sound out. Ask students to share words from their languages that mean “hermosa,” such as *belle, bela, beautiful*.

### During Reading

**1. Using Mental Images**—Highlight the way the illustrations provide meaning to the story.

- Read aloud page 2.
- Ask, “¿Qué detalles de las fotos en las páginas 2–3 te dicen que esto es sobre un bebé? ¿Qué palabras usa la abeja para describirse?”
- Draw attention to the label on page 4. Have students find and read the labels during the reading of the story.
- Ask, “¿Por qué crees que el artista incluye detalles como la curita en la página 7? ¿Qué te hace pensar eso?” Explain that fanciful books often have fun touches, such as the bandage.
- Continue reading to the end of the story, pausing to discuss the details in the art.

**2. Using Prior Knowledge**—Page through the story. On each spread, discuss what could be real and what is fantasy. For example, bees do not need lessons in flying, but a bee accidentally could fly into a cat. Have students share their experiences with bees.

**3. Rereading**—Discuss how the bee can have different feelings about things that happened. He could be proud of being beautiful, discouraged by crashing, or frightened of the cat. Have the students reread the story using expression to demonstrate the tone of the story.



**Assessment Opportunity**—Write the words *primera, segunda, tercera... décima* on index cards. Write the corresponding numerals on cards. Have students match and order the cards.



### Comprehension (cont.)

#### After Reading

**1. Using Mental Images**—Prompt students to recall the events in the story. Make two headings on the board: *Real* and *Fantasía*.

- Say, “Piensa en lo que pasó en la historia. ¿Qué puede ser real sobre la abeja? ¿Qué es fantasía?” List things such as *alas* under *Real* and *usar pañal* under *Fantasía*.
- Encourage students to think about the order of the story as they generate ideas.
- For additional practice, have students complete the *Mi vida* activity sheet on page 53.

**2. Building Oral Language**—Write the words *Un día peor* on the board.

- Ask, “¿Cuál es el día peor para la abeja?” (crashing into the cat).
- Write the words *El peor de los días* on the board. Ask, “¿Cuál fue el peor de los días para la abeja?” (being chased by the cat).
- Discuss how repeating a word can make writing more expressive.

#### Language Support

Use this book to have students practice reading labels on the pages. Discuss the importance of reading all the words because they often provide context for the story. Discuss the use of the different fonts as well.

#### Writing



Use the Interactiv-eBook to practice comprehension and writing.

Write the words *Un día mejor* and *Esto es de cuando* \_\_\_\_\_ on the board. Remind students that sentences in the story help the reader understand the meaning of the pictures. Brainstorm events students could write about and illustrate for their best day (*cumpleaños, deportes*).

- Have below-grade-level students write about a best or a worst day, using the appropriate label (*Un día mejor* or *Un día peor*) and the sentence frame *Esto es de cuando* \_\_\_\_\_.
- Have on-grade-level students write about a best day and a worst day.
- Have above-grade-level students write about a best day; worst day; best, best day; and worst, worst day.

#### Cross-curricular Connections



**Science**—Have students read nonfiction books about bees, such as TIME for Kids Nonfiction Readers: *La vida de una abeja* by Dona Herweck Rice. Compare these books with *Mi vida de abeja*. How are fiction and nonfiction books different? How are they similar?



**Music and Movement**—Have students stand in the center of the play area. This is the “hive.” Play music. When the music starts, students move like bees and fly away from the hive. When the music stops, they must quickly return to the hive.

### Building Fluency

**1. Reading the Book**—Use one or more of the following methods for fluency practice:

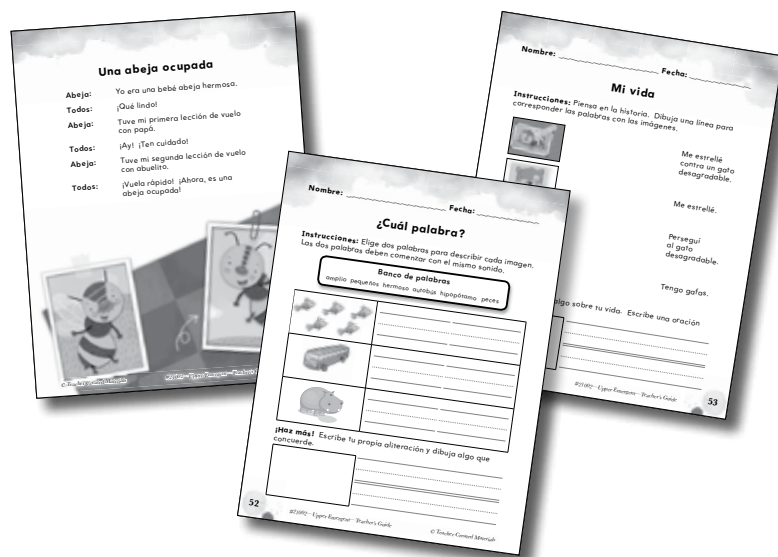
- Write the labels from the story such as *Fotos de bebé*, *Creciendo*, and *Lecciones de vuelo* on large pieces of paper. Have a group of students hold up and read them as headings before the other students read aloud each page.
- Have students decide where to add sound effects such as *zum*, *pum*, and *ay*. Have them read the story adding the sounds in appropriate places.
- Brainstorm what the bee might do as a grown-up busy bee. Write the sentences on chart paper. Have students read the sentences aloud. For beginning readers and writers, begin the sentences with *Esto es de cuando....*

**2. Reader's Theater**—Use one or more of the following methods for fluency practice:

- Choose to have one or more students read the part of the bee in the script on page 51. Discuss the role of exclamation marks. Have students practice reading the lines with exaggerated expression. Have students reading the "Todos" part practice reading expressively. Then, read the script together.
- Brainstorm additional sounds that could be added to the script, as in the Reading the Book section. Add them to the script.
- Brainstorm lines the cat might say. Add those to the script. For example, the cat might say, "¡No me llames desagradable! Yo estaba muy tranquilo."
- To model proper fluency and expression, allow students to listen to the professional recording of the reader's theater script (provided on the Audio CD).



**Assessment Opportunities**—Use the oral reading record and the fluency rubric provided in the Assessment Guide to assess students' ability to read the book fluently and accurately.



# Una abeja ocupada

**Abeja:** Yo era una bebé abeja hermosa.

**Todos:** ¡Qué lindo!

**Abeja:** Tuve mi primera lección de vuelo con papá.

**Todos:** ¡Ay! ¡Ten cuidado!

**Abeja:** Tuve mi segunda lección de vuelo con abuelito.

**Todos:** ¡Vuela rápido! ¡Ahora, es una abeja ocupada!





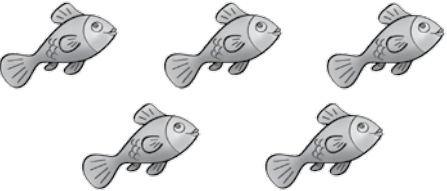
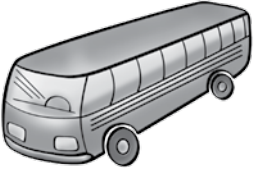
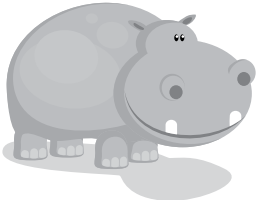
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## ¿Cuál palabra?

**Instrucciones:** Elige dos palabras para describir cada imagen. Las dos palabras deben comenzar con el mismo sonido.

### Banco de palabras

amplio pequeños hermoso autobús hipopótamo peces

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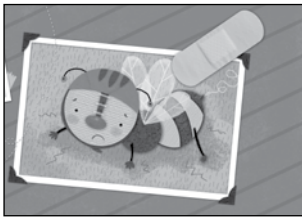
**¡Haz más!** Escribe tu propia aliteración y dibuja algo que concuerde.

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Nombre: \_\_\_\_\_ Fecha: \_\_\_\_\_

# Mi vida

**Instrucciones:** Piensa en la historia. Dibuja una línea para corresponder las palabras con las imágenes.



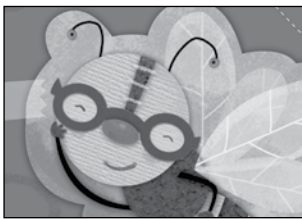
Me estrellé  
contra un gato  
desagradable.



Me estrellé.



Perseguí  
al gato  
desagradable.



Tengo gafas.

**¡Haz más!** Dibuja algo sobre tu vida. Escribe una oración para tu dibujo.



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# Mi vida de abeja

## Lesson 1

### Oral Reading Record

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor: \_\_\_\_\_



Word Count	Codes				
<b>60</b>	E = errors	SC = self-corrections	M = meaning	S = structure	V = visual

Page	Text	E	SC	Cues Used	
				E	SC
2	Yo era una bebé hermosa.			M S V	M S V
4	Tengo franjas brillantes y alas fuertes.			M S V	M S V
6	Esta fue mi primera lección de vuelo con papá: me estrellé.			M S V	M S V
8	Esta fue mi segunda lección de vuelo con papá. Me estrellé: otra vez.			M S V	M S V
10	Esta es de cuando me estrellé contra un gato desagradable.			M S V	M S V
12	Esta es de cuando el gato desagradable me persiguió. ¡No creerías lo rápido que era!			M S V	M S V
<b>TOTALS</b>					

Error Rate:

Self-Correction Rate:

Accuracy Percentage:

Time:



Examen de elección múltiple

Nombre: \_\_\_\_\_ Fecha: \_\_\_\_\_

**Instrucciones:** Lee cada pregunta. Elige la mejor respuesta. Rellena el círculo de la respuesta que has elegido.

**1** ¿Qué sucede al final de la historia?

- A "Soy una abeja ocupada".
- B "Yo era una bebé hermosa".
- C "El gato desagradable me persiguió".
- D "Me estrellé".

**3** ¿Qué sucede en *un día peor*?

- A "Tengo franjas brillantes".
- B "Yo era una bebé hermosa".
- C "Me estrellé contra un gato desagradable".
- D "Mi abuelito me dio sus gafas".

**2** Esta historia trata mayormente sobre \_\_\_\_\_.

- A gatos desagradables
- B ser una abeja
- C alas fuertes
- D estrellarse

**4** ¿Cuál es verdadero?

- A El gato es agradable.
- B Es fácil volar.
- C Papá no puede volar.
- D La abeja aprende a volar.

# Mi vida de abeja

Escrito por Sharon Callen  
Ilustrado por Hollie Conger



Fotos de bebé



Yo era una bebé hermosa.







Tengo franjas brillantes y alas fuertes.

Creciendo

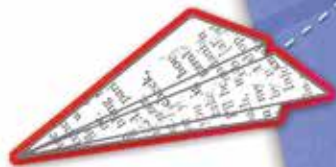


franja

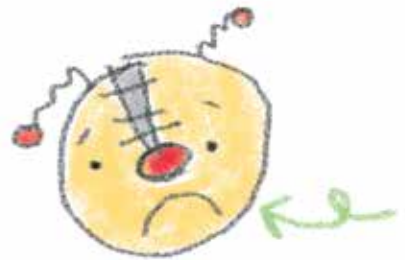
alas fuertes



Esta fue mi primera lección de vuelo  
con papá: me estrellé.







Esta fue mi segunda lección de vuelo con papá. Me estrellé: otra vez.







Un día peor



Esta es de cuando me estrellé contra un gato desagradable.





## El peor de los días

Esta es de cuando el gato desagradable me persiguió. ¡No creerías lo rápido que era!



Más lecciones  
de vuelo

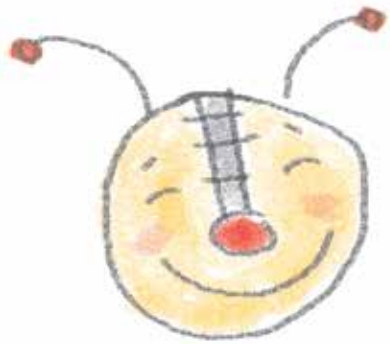
Esta fue mi tercera lección de  
vuelo, cuando mi abuelito me  
enseñó a volar.



Mírame







Un día mejor

Perseguí a ese gato desagradable cuando pude volar más rápido.



El mejor de  
los días



Esta es de cuando mi abuelito me dio  
sus gafas.





Cuando crecí

¡Ahora soy una  
abeja ocupada!

